

Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**A Handbook for
Teacher Educators
&
Program Reviewers**



Revised as of December 2, 2004

Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**Created and Recommended by the
English Subject Matter Advisory Panel
(2001-2003)**



**Adopted and implemented by the
California Commission on Teacher Credentialing
State of California
1900 Capitol Avenue
Sacramento, California 95814
2003**

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2003

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California Commission on Teacher Credentialing 2001-03

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Part 1: Introduction to Social Science Teaching Standards

Standards and Credentials for Teachers of Social Science: A Foreword by the Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. More than one million students enroll annually in social science classes with teachers who are certified by the California Commission on Teacher Credentialing (CCTC) to teach those classes in public schools. Students who are the future of California must learn to use social science thoughtfully and skillfully. Their ability to do so depends substantially on the quality of teacher preparation in social science and social science teaching.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the State, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates

Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Credential have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code Sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

The substance and relevance of the single subject matter program standards and the validity of exam specifications (subject matter requirements) is not permanent, however. The periodic reconsideration of subject matter program standards and the need for periodic validity studies are directly related to one of the fundamental missions of the Commission: to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the exam specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Ed Code 44225i, j, 44257, 44288).

In the early 1990s, CCTC developed and adopted (a) standards for single subject matter preparation programs and, at the same time, (b) specifications for the single subject matter examinations. This work was based on the advice of single subject matter advisory panels and data from validity studies and resulted in program standards and examination specifications (defining the subject matter competence requirement) that were valid and closely aligned with each other. Those standards and specifications were adopted by the Commission in 1992 and are still in use today. They are now being replaced by the newly adopted (2002) subject matter requirements and single subject matter standards.

Establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the

Commission that strengthened the professional character of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (1988), 1422 (1992) Bergeson, and 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). As a result, the Commission has taken on new responsibilities for establishing high and acceptable levels of quality in teacher preparation and of competence among beginning teachers. To implement these three statutes, the Commission has developed new standards, subject matter requirements and other policies collaboratively with representatives of post-secondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education.

In the late 1990s, the State Board of Education adopted K-12 Student Academic Content Standards in English, mathematics, science, and social science. These new standards have obvious and direct implications for the subject matter competence requirement of prospective teachers. This was recognized in SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) which requires the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content standards adopted by the State Board.

In 1999 the Commission appointed four panels (English, mathematics, science, and social science) to begin the first of three phases to meet the SB 2042 mandate for single subject matter programs. The second and third phases will bring all 13 subject matter areas for credentials into alignment with K-12 student content standards by 2005. The first phase single subject matter panels (2001, 2002) spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the academic content standards for California K-12 students.

Standards of Program Quality and Effectiveness

Over the past 15 years, CCTC has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission adopted the following principles regarding the governance of educator preparation programs. The Commission asked the Single Subject Panels to apply these general principles to the creation of standards for subject matter programs in English, mathematics, science and social science.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
- (2) *There are many ways in which a teacher preparation program could be excellent.*
- (3) *The curriculum of teacher education plays a central role in a program's quality.*
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.*
- (5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*
- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.*
- (7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.*
- (8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.*

- (9) *The Commission's standards of program quality allow quality to assume different forms in different environments.*
- (10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.*
- (11) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.*

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Standards for Professional Teacher Preparation Programs

The effectiveness of the social science curriculum in California schools does not depend entirely on the content knowledge of social science teachers. Another critical factor is the teachers' ability to *teach* social science. To address the *pedagogical* knowledge and effectiveness of social science teachers, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation standards. In January 2001, CCTC authorized an extensive field review of the draft standards, and in July a summary and analysis of the field review findings were presented to the Commission. During July and August 2001, the standards were amended, based on field review findings and direction from the Commission, and finally adopted by the Commission in September 2001.

The advisory panel that developed the standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.
- New standards of quality and effectiveness for professional teacher induction programs.

These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Three significant changes enacted in this reform legislation are (1) alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP), (2) the inclusion of a teaching performance assessment in preparation programs, and (3) a required induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards. Follow-up legislation in 1999 (Ducheney, Chapter 711, Statutes of 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject

matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

Subject Matter Preparation Programs for Prospective Teachers

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Post-secondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in social science. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Social Science. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in social science may or may not fulfill the Commission's standards for subject matter preparation. Completing an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Social Science.

Subject Matter Advisory Panels

The Commission asked the Social Science Subject Matter Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that teachers must have in order to teach social science effectively in the public schools.

In January 2001 the executive director appointed subject matter panels in English, mathematics, science, and social science to advise Commission staff on the development of new subject matter program standards and examinations in these subject areas. Each panel consists of:

- Classroom teachers of the subject area,
- Subject area specialists in school districts, county offices of education, and post-secondary institutions,
- Professors in the subject area teaching in subject matter preparation programs,
- Teacher educators,
- Members of relevant professional organizations,
- Members of other relevant committees and advisory panels, and
- A liaison from the California Department of Education.

Eighteen panel members were appointed to the English panel; 17 members appointed to the mathematics panel; 20 appointed to the social science; and 23 appointed to the science panel. The panels began their work in March 2001 with a written "charge" describing their responsibilities in developing the Subject Matter Requirements (SMRs). The SMRs are the subject-specific knowledge, skills, and abilities, which specify the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs were approved by the Commission at its June 6, 2002, meeting.

Essential Documents for Panel Use

From their first meeting in March 2001, the subject matter panels used a number of documents as primary resources for their work. The documents listed below were essential for the panels' use in developing the draft program standards that were adopted by the Commission.

- The K-12 Student Academic Content Standards and Frameworks that have been approved by the California State Board of Education (1998-2002).
- The Commission-approved (1992) Standards of Quality and Effectiveness for Subject Matter Programs in English, Mathematics, Science, and Social Science, and Handbooks for Teacher Educators and Program Reviewers in each of the four academic areas (1992).
- The Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (Sept., 2001).
- The Standards for Quality and Effectiveness for Professional Teacher Preparation Programs (Sept., 2001).
- The National Standards for the National Council for Teachers of Mathematics (NCTM), National Council for Teachers of English (NCTE), National Council for Social Science (NCSS), and National Science Teachers Association (NSTA).
- The panels also reviewed several other publications and research articles. Several panel members brought state and national studies and publications for each panels' use.

The State Board of Education adopted K-12 student academic content standards were the seminal documents used by the panels. In the 1992 documents the panels identified six standard areas that were common to each of the four sets of academic standards. This process was instrumental in assisting the panels in identifying the 10 "Standards Common to All" that were developed and apply to all 13 single subject areas.

The Subject Matter Requirements for the Multiple Subject Teaching Credential were also an important document used by the panel. In many cases the Multiple Subject Standards language and organization of the standards and standard elements were adopted by the panels. The standards of the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

The single subject matter standards were formatted and aligned with the SB 2042 standards. In the new format the standard is presented, followed by the identification of the required elements of the standard. All elements were written to articulate the language of the standard. This practice contrasts with the structure of the 1992 single subject standards, where a "rationale" was provided for each standard that, at times, went beyond the language of the standard itself. The 1992 standards contained "factors to consider" that, in certain instances, also went beyond the language of the standard.

Field Review Survey

Early in August 2002 the draft Single Subject Matter Standards and the 10 “Standards Common to All” were mailed to all deans of education, directors of teacher education, and single subject coordinators at all Commission-accredited four-year institutions in California, learned societies and professional organizations, funded subject matter projects, teacher organizations, school districts, and county offices of education. Over 100 selected K-12 public school teachers and college/university professors were sent the draft standards. The standards were also placed on the Commission’s web-site with instructions on how to download the standards and complete the field review survey and how to fax, email, or mail completed surveys to the Commission.

There were 717 responses submitted to the Commission in October, 2002. Over 80% of all responses fell in the “Essential” or “Important” categories. Fewer than 5% of all responses were scored as “Not Important”, and less than 15% were scored as “Somewhat Important.” The responses were evenly distributed among the five sets of standards.

Over 80% of all responses were from higher education faculty at colleges and universities in California. Over 70% of responses were received from academic departments or faculty in the California State University (CSU) system. Responses were received from all 23 CSU campuses, five University of California campuses, and 14 private or independent institutions. The CSU Academic Senate was instrumental in obtaining strong responses from academic departments in the CSU system.

Consultant staff tallied all responses and listed all comments on a master survey form for each subject matter area. The Single Subject Matter Panels made revisions in the language of certain standards, based on the 2002 field review, and the revised standards were recommended to the Commission for adoption at its December 5, 2002, meeting. The Commission also approved eight technical assistance meetings for spring 2003 and an implementation plan for the new standards.

The Social Science Teaching Credential

The Single Subject Teaching Credential in Social Science authorizes an individual to teach social science classes in departmentalized settings. The holders of this credential may teach at any grade level, but the great majority of social science classes occur in grades seven through twelve. The Commission asked the Social Science Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of social science are prepared to instruct the subjects that are most commonly taught in social science classes. In 2001-02 when the advisory panel was established, approximately half of all social science classes in California public schools were comprehensive courses in history and government for students in grades seven through twelve. The other classes taught by social science teachers in 2000-01 were more specialized courses in:

United States History	19% of all Social Science Classes
World History	18%
Government and Civics	11%
Economics	5%
Geography	2%
Other Social Sciences	5%
Other Social Studies Classes	9%

The requirements and other policies in this document are designed to prepare teachers for comprehensive classes in history and government, as well as the more specialized courses listed above.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter examinations that have been adopted by the Commission. In 1998 Senate Bill 2042 required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence in social science, the Commission asked the Social Science Subject Matter Advisory Panel to develop subject matter requirements that would be consistent in scope and content with the K-12 standards and frameworks. Following extensive research and review, the Commission adopted a detailed set of *Subject Matter Requirements for Prospective Teachers of Social Science*, which follow the standards in this handbook. College and university faculty and administrators are urged to examine these requirements as a source of information about content that is essential to include in subject matter preparation programs.

The Commission sought to align the subject matter requirements with the program standards in each subject area. Each subject matter advisory panel is asked to develop standards and subject matter requirements that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations. Standards and examinations were developed from the same set of subject matter requirements.

New Subject Matter Assessments

The Commission has used a variety of assessments to satisfy the examination option for various subject areas. In the early 1990s, the Commission developed and adopted (a) standards for subject matter preparation programs and, at the same time, (b) specifications for the subject matter examinations. The validity of the subject matter competence requirement (i.e., program standards and examination specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions.

In the late 1990s, the State Board of Education adopted K-12 student content standards in English, mathematics, science, and social science. Beginning in early 2001, the Commission began the process of developing assessments that were aligned with these new standards. In the spring of 2002, the Commission contracted with National Evaluation Systems, Inc. (NES®) to implement a new examination program called the California Subject Examinations for Teachers (CSET). In the four subject areas, multiple-choice and constructed-response items were drafted based on the subject matter requirements, and reviewed and revised as needed by both the Bias Review Committee and the appropriate subject matter advisory panel.

The CSET for English, mathematics, science, and social science were first administered in January 2003, and by June 2003, fully replaced the SSAT and Praxis II examinations as the new subject matter examinations in these areas. From January through June 2003, teacher candidates in these subject areas were allowed to use either the new CSET or the combination of appropriate SSAT and Praxis II examinations.

Overview of the Social Science Standards Handbook

This introduction to the handbook concludes with a statement by the Social Science Advisory Panel regarding social science teaching and teacher preparation in California. Part 2 of the handbook includes the 16 standards as well as the Subject Matter Requirements for Prospective Teachers of Social Science. Part 3 provides information about implementation of the new standards in California colleges and universities.

Contributions of the Social Science Advisory Panel

The Commission on Teacher Credentialing is indebted to the Social Science Teacher Subject Matter Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of Social Science*. The Commission believes strongly that the standards in this handbook will improve the teaching and learning of social science in California's public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

Social Science Teaching and Teacher Preparation: An Introduction by the Social Science Advisory Panel

The undergraduate subject matter programs in social science must prepare prospective teachers to be successful in teaching the curriculum identified in the California History-Social Science Student Content Standards and Framework. The study of human experience is the integration of history and the social sciences supported by understandings from the humanities and the arts. This integration involves not only the content and perspectives of the fields of study but the methods through which they analyze information and present ideas.

The student academic content standards adopted by the State Board of Education are the foundation for the state's assessment and accountability program. According to state policy, teachers and their schools are evaluated on the basis of student achievement in relation to the student standards, as measured by standards-aligned state examinations. It is imperative that subject matter preparation programs in the state's colleges and universities, and the faculty members who teach subject matter courses, address the requirements outlined in this handbook. The new teachers that graduate from these programs and enter a teaching career in California will be held accountable on the basis of their students' achievement.

Excellent subject matter preparation programs for prospective social science teachers are comprised of three integrated components. First and most importantly, effective programs enable prospective teachers to acquire sufficient and appropriate subject matter knowledge. Second, excellent programs introduce prospective teachers to various approaches to pedagogy that are unique to history-social science. Third and finally, successful programs enable prospective history-social science teachers to become knowledgeable about the cultural backgrounds of California public school students.

Throughout their program, candidates for a teaching credential in social science have opportunities to demonstrate their ability to apply higher-level thinking, writing, and presentation skills to their study of history-social science. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information about significant social, political, economic, and geographic issues in written, oral, and visual form. Candidates understand, critically assess, and use the different types of information found in libraries, archives, museums, other repositories, and on the Internet. They utilize chronological, spatial, interdisciplinary, and thematic thinking. They consider the impact of cultural, political, and ethical perspectives on issues and their interpretation.

Effective history-social science instruction in the public schools is imperative. Prospective teachers understand the rights and responsibilities of U.S. citizenship. An effective social science teacher preparation program provides an understanding of the values that underlie democratic societies, and increases their knowledge of the historic and contemporary roles of political, economic and social institutions.

Social science subject matter programs provide prospective teachers with experiences and models of exemplary teaching practices that enable them to understand a variety of ways to teach history-social science to California students. In this context, prospective teachers observe social science teachers and university faculty using a variety of approaches to teach the content of the various disciplines. Prospective teachers observe the way in which content is organized and delivered, and are provided opportunities to reflect on their individual learning styles and those of others.

Effective subject matter preparation programs have a distinct structure that includes excellent coordination, student advising and support services. These programs also utilize the advice of faculty from teacher education and other academic disciplines, as well as that of public school teachers and administrators. These programs also include effective evaluation methods to ensure that prospective teachers attain appropriate levels of subject matter proficiency.

Part 2: Standards of Program Quality in Social Science

Definitions of Key Terms

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Ed Code 44225a, i, j, 44310, 44311).

Precondition

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in social science are on following pages.

Standard

Standards are state policies adopted by the CCTC to describe acceptable levels of quality in programs of subject matter study that are offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Required Elements for that standard. Program reviewers selected by the CCTC must find that a program meets each standard. When they do so, the CCTC approves the program.

Standards are statements of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of Social Science teacher preparation. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard.

Required Elements

Required Elements guide institutions in developing programs that meet the standards and program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each element describes how an area of the subject matter requirements should be applied in a program. The elements identify the dimensions of program quality that the Commission considers to be important. Required Elements are descriptive statements that elaborate and clarify the meaning of a major provision of a standard of program quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the required elements in conjunction with each other. Program reviewers selected by the CCTC must find that a program meets each required element. When they do, the CCTC approves the program.

Preconditions for the Approval of Subject Matter Programs in Social Science

To be approved by the Commission, a Subject Matter Program in Social Science must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Social Science shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in history and social science subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes in California public schools: history and geography of the world, the United States, and California; government; and economics.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Part I: Standards of Program Quality and Effectiveness in Social Science

Category I: Standards Common to All Single Subject Matter Preparation Programs

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Category II: Program Standards for Social Science

Standard 11: Overall Quality of Program Content

In the program, each prospective history/social science single subject teacher studies and learns subjects required by Ed. Code Section 51210 and incorporated in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001). The program includes coursework taught by appropriate faculty and field experiences that address the ideas, strategies and techniques essential to teaching the social sciences at the grade level of the authorization of the basic credential.

Required Elements

- 11.1 In the program, prospective teachers complete a series of required courses that include comprehensive coverage of the academic content/subjects of the state adopted K-12 student academic content standards and frameworks for California public schools.
- 11.2 The content of the program is based on contemporary research and published literature in history and the social sciences.
- 11.3 Prospective teachers examine the significance of eras, events, individuals, issues, paradigms, concepts and values in history and the social sciences.
- 11.4 In the program, prospective teachers select, integrate, and translate the content and methods of investigations of history and social sciences.
- 11.5 The faculty demonstrates teaching that models exemplary practices such as discussion, debate, role-playing, simulation and co-operative learning for their students.
- 11.6 The faculty meets academic requirements as determined by the university, and is actively involved in scholarly and professional activities in the social sciences. Programs also display coherence and continuity.
- 11.7 Required or elective courses in the program include appropriate lower division and upper division studies in each major subject area.

Standard 12: Emphasis and Depth of Study

Each program emphasizes knowledge aligned with the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) and the current Subject Matter Requirements. The prospective teacher must complete a broad range of course work in the required disciplines of history, economics, political science and geography.

Required elements

- 12.1 The program requires prospective teachers to successfully complete economics course work that includes scarcity and decision-making, incentives, voluntary exchange, U.S. product and labor markets in a global setting, economic data, and government's economic role, with an emphasis on historical and contemporary international economic issues and problems.
- 12.2 The program requires prospective teachers to successfully complete coursework in United States history and geography, including comprehensive surveys and concentrated studies of selected historical periods after the founding of the nation.
- 12.3 The program requires prospective teachers to successfully complete coursework in World History (western and non-western), including comprehensive surveys and concentrated studies of selected historical periods.
- 12.4 The program requires prospective teachers to successfully complete coursework that develops knowledge of major geographic themes including location, place, human-environmental interaction, movement and region.
- 12.5 The program requires prospective teachers to successfully complete coursework that includes study of the fundamental principles of American democratic institutions, with emphasis on the Constitution and the Bill of Rights, political theory and the comparative study of governments.
- 12.6 The program requires prospective teachers to successfully complete coursework that includes California history, geography, government, and economics.
- 12.7 The program provides prospective teachers with the opportunities in their coursework to have informed discussions of historical and contemporary issues.

Standard 13: Integration of Studies

The program includes the integrative study of world and United States history, economics, political science and geography. The program emphasizes relationships among the major themes and concepts of these disciplines. The program requires prospective teachers to learn and apply methods of inquiry, analysis and interpretation that are used in history and the social science disciplines as identified in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 13.1 The program requires each prospective teacher to examine systematically the major concepts, themes and processes in history, the social sciences, and the humanities and to examine similarities and differences among the different disciplines.
- 13.2 The program provides opportunities for prospective teachers to study issues selected from history and the social sciences through the humanities (including the arts).
- 13.3 Each prospective teacher in the program has multiple opportunities to learn and use appropriate methods of inquiry that characterize the study of history and the social sciences and to compare methodologies across several disciplines.

Standard 14: World Perspective

The program develops each prospective teacher's knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Prospective teachers acquire world perspectives in studies of history, human culture, geography, government, and economics as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 14.1 The program requires each prospective teacher to examine issues of world and regional interdependence and conflict in historical and contemporary studies of Africa, the Americas, Asia and Europe.
- 14.2 Studies address the influences of western civilization on the evolution of traditional and contemporary ideas in American political institutions, laws, and ideologies.
- 14.3 The subject matter program includes studies of non-western history, culture, geography, government, philosophy, religion, literature and art.
- 14.4 The program includes required study of world history, with emphasis on interrelationships between western and non-western cultures, intellectual and religious traditions, including the economic interdependence of world regions.

Standard 15: National Perspective

The program develops prospective teacher's knowledge and understanding of United States history, culture, geography, government, and economics, and of the evolving national experience as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 15.1 The program requires each prospective teacher to examine the system of representative democracy in the United States and to examine the nature, structure and relationships of federal, state, local and tribal governments.
- 15.2 The program requires each prospective teacher to examine the major documents of American democracy including, but not limited to the Mayflower Compact, Declaration of Independence, Articles of Confederation, The Federalist Papers, The Constitution, the Bill of Rights and other amendments, Washington's Farewell Address and the Gettysburg Address.
- 15.3 The program requires each prospective teacher to study the economic system in the United States, with particular emphasis on the historical development of economic institutions and thought.
- 15.4 The program requires each prospective teacher to examine the changing role of the United States in world affairs.
- 15.5 The program exposes the prospective teacher to a wide range of perspectives on United States history, including major historiographic and social science interpretations.
- 15.6 The program requires prospective teachers to study political, social, and cultural developments in the United States.

Standard 16: State Perspective

The program develops each prospective teacher's knowledge and understanding of significant issues in the history, geography, culture, economics and government of California as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 16.1 Each prospective teacher examines historical origins and critical issues in the context of the multi-cultural environment of California.
- 16.2 Each prospective teacher analyzes the historical background that led to the development of California's role in national, global, economic, technological, educational and cultural trends.
- 16.3 Each prospective teacher understands the critical role of water, transportation, energy, and environmental issues in California history and contemporary life.
- 16.4 Each prospective teacher discusses California's governmental systems, their structure, and the historical and contemporary use of direct democracy.
- 16.5 Each prospective teacher understands the historical origins and contemporary issues of migration and immigration and their impact on the state's development.

Standard 17: Citizen Perspective

The program develops each prospective teacher's knowledge and understanding of the rights and responsibilities of citizens in a representative democracy, as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 17.1 The program enables each prospective teacher to gain an appreciation for the dignity of individuals and the importance of human rights.
- 17.2 The program requires each prospective teacher to understand individual rights and responsibilities under the federal, state, local and tribal governments.
- 17.3 The program requires each prospective teacher to learn about the strengths and weaknesses of democratic institutions and the conditions that encourage democracy.
- 17.4 The program requires each prospective teacher to examine the economic, social and political factors that affect civic participation.
- 17.5 The program provides opportunities for each prospective teacher to confront controversial issues in ways that respect the right of individuals to differ.
- 17.6 The program provides opportunities for prospective teachers to take active citizenship roles in society and to develop social and political skills, such as those to be gained by service learning.
- 17.7 The program requires each prospective teacher to be familiar with theories and current research on democracy.

Standard 18: Ethical Perspective

The program develops each prospective teacher's knowledge and understanding of ethics, philosophy and the role of religion in human experiences as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 18.1 Each prospective teacher compares and contrasts the ethical, philosophical and religious ideas and beliefs in the major western and non-western cultures.
- 18.2 Each prospective teacher analyzes the role of religions in the formation and evolution of American society and culture, including issues specific to California.
- 18.3 Each prospective teacher demonstrates an understanding of scientific and religious perspectives on controversial issues.
- 18.4 Each prospective teacher understands the place of religion, philosophy, and ethical beliefs in American public education as defined by Constitutional principles and local, state and federal laws.

Standard 19: Teaching and Learning History/Social Sciences

The program exposes prospective teachers to a variety of teaching, learning, and assessment strategies that are appropriate to history/social science, including the appropriate use of instructional technology. Prospective teachers reflect on themselves as learners and explore ways in which historical and social science content and skills are conceived and organized for instruction as found in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

Required Elements

- 19.1 The program provides opportunities for prospective teachers to learn how historical and social science content is conceived and organized for instruction.
- 19.2 The program provides opportunities for prospective teachers to reflect on different learning styles and their pedagogical implications for the teaching of history and the social sciences.
- 19.3 Each prospective teacher participates in discussions, debates, demonstrations, individual and group projects, cooperative learning activities, lectures, and other effective and appropriate approaches to learning history and the social sciences.
- 19.4 Each prospective teacher explores and uses various kinds of technology that are appropriate to the study of history and the social sciences.
- 19.5 Faculty development programs enable subject matter faculty to explore and use exemplary and innovative curriculum practices related to this standard.
- 19.6 The program exposes prospective teachers to a variety of assessment strategies to measure content, application and interpretation of that content.

Subject Matter Requirements for Prospective Social Science Teachers

Part I: Content Domains for Subject Matter Understanding and Skill in History and Social Science

Domain 1. World History

Candidates demonstrate knowledge of the foundations and contexts of the world history contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people, major events, and issues of the major Western and non-Western civilizations from the origins of humankind to the present. In their study of world history, candidates apply higher-level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and demonstrate awareness of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry. They also understand and are able to apply the principles of political science and economics to historical analysis.

1.1 Ancient Civilizations

Candidates analyze the geography, history, and cultures of Africa, Eurasia, and the Americas from the origins of humankind to the decline of the Roman Empire. Candidates:

- a. Describe what is known of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution, explaining how the methods of archaeology and anthropology contribute to the understanding of prehistory.
- b. Describe and analyze the impact of human interaction with the physical environment (e.g., climate, landforms, soils, water) on the development of the ancient cultures of Fertile Crescent (e.g. Sumerian, Babylonian, Hebrew), Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America.
- c. Describe and analyze the religious, social, economic, and political structures of the ancient cultures of Mesopotamia, Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America, and describe and analyze their intellectual, ethical, scientific, and artistic accomplishments and values.
- d. Describe and analyze the foundations of western political and philosophical thought in ancient Greek, Roman, and Judeo-Christian traditions.
- e. Describe and analyze the foundations of Asian political and philosophical thought found in ancient Chinese and Indian traditions (e.g., Legalism, Taoism, Confucianism, Hinduism, Buddhism).
- f. Describe and analyze the importance and patterns of expansion and contraction of empires, religions, and trade that influenced various regional cultures through the decline of the Roman Empire.

(History-Social Science Content Standards for California Public Schools: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 10.1)

1.2 Medieval and Early Modern Times

Candidates trace and analyze historical interpretations of cause and effect, sequence, and correlation of the social, cultural, political, economic, and technological developments in Europe, Africa, Asia, and the Americas from A.D.500-1790. Candidates:

- a. Analyze the impact of geography, including both human and physical features, on the development of medieval and early-modern Asian, African (including sub-Saharan), Middle Eastern, pre-Columbian American, and European civilizations.
- b. Trace the decline of the Western Roman Empire and the development of the Byzantine Empire, and analyze the emergence of these two distinct European civilizations and their views on religion, culture, society, and politics.
- c. Describe the role and expansion of Christianity in medieval and early modern Europe and the Middle East.
- d. Identify the basic tenets of Islam, and describe Islamic society and culture between the beginning of the 7th century and the end of the 18th century.
- e. Analyze the religious and secular contributions of Islam to European, African and Asian civilizations and the impact of medieval Muslim civilization on Asia, Africa, and Europe between the beginning of the 7th century and the end of the 18th century.
- f. Analyze and compare and contrast the development of feudalism as a social, political, and economic system in Europe and Japan.
- g. Compare and contrast the geographic, political, economic, religious, and social structures of pre-Columbian American civilizations in North and South America between AD 500 and the end of the 18th century.
- h. Analyze the geographic, political, economic, religious, and social structures of Asia and Africa between AD 500 and the end of the 18th century.
- i. Analyze the art, literature, music, science, and technology of the Renaissance and their diffusion and impact throughout Europe.
- j. Analyze the political and religious transformations caused by the Reformation and their impact on Europe.
- k. Analyze the historical developments of the Scientific Revolution and the ideas of the Enlightenment and their effects on social, religious, political, economic, and cultural institutions.

(History-Social Science Content Standards for California Public Schools: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

1.3 Modern World History

Candidates trace and analyze the major developments in the modern world from the late 18th century through the present. Candidates:

- a. Describe and evaluate the significance of the “Age of Exploration,” and the main ideas of the Enlightenment and their influences on social, political, religious, and economic thought and practice.
- b. Compare and contrast the American Revolution and the French Revolution and their enduring worldwide effects on political expectations for self-government and individual liberty.
- c. Describe and analyze the emergence of nationalism in the 18th and 19th centuries and its impact on Western, African, and Asian societies.
- d. Analyze the causes and effects of the Industrial Revolution, including its impact on science, technology, and society.
- e. Describe the emergence and origins of new theories regarding politics, economics, literature, and the arts in the 18th, 19th, and 20th centuries.

- f. Analyze the economic, political, social, and geographic factors contributing to the emergence of 19th-century imperialism, and evaluate its impact on Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- g. Compare and contrast the social, political, and economic factors that influenced the Russian revolutions of 1905 and 1917.
- h. Analyze the origins and course of World War I and its effects on Europe and the rest of the world, including its impact on science, technology, the arts, politics, society, economics, and geography.
- i. Analyze the conflict between fascist and Marxist/communist ideologies, and the rise, goals, and policies of dictatorships and totalitarian governments between the two World Wars.
- j. Analyze the origins, course, and consequences of World War II, including the human cost of the war (e.g., the Holocaust), the resulting redrawing of boundaries, and the movement of peoples in Europe, Asia, Africa, and the Middle East.
- k. Analyze the international developments of the post-World War II era, including decolonization, nationalism, nation building, the development of international organizations, and global migration.
- l. Analyze the Cold War from its origins in the post-World War II 1940s to the dissolution of the Soviet Union in 1991, including its impact on social, cultural, political, economic, technological, and geographic developments in the world.
- m. Analyze the emergence of a global economy and its impact on the environment, epidemiology, and demographics, and the development and impact of the information, technology, and communications revolutions.
- n. Describe the causes and effects of genocide in the 20th century, including, but not limited to, the Armenian genocide, the Holocaust, and post-World War II “ethnic cleansing.”
- o. Explain and evaluate the strategic importance of the Middle East and the volatile political relations within the region.

(History-Social Science Content Standards for California Public Schools: 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11)

Domain 2. U.S. History

Candidates demonstrate knowledge of the foundations and contexts of the United States history contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people and major events and issues of U. S. history from the colonization of North America to the present. In their study of U.S. history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and apply the principles of political science and economics to historical analysis of U.S. history.

2.1 Pre-Revolutionary Era and the War for Independence

Candidates describe the pre-Revolutionary era from early European exploration and settlement through the War for Independence. Candidates:

- a. Describe the major American Indian cultural groups and their contributions to early American society.
- b. Explain and analyze the struggle for the control of North America among European powers and the emergence of the 13 colonies under English rule.
- c. Analyze the effects of English, French, Dutch, and Spanish colonial rule on social, economic, and governmental structures in North America, and the relationships of these colonies with American Indian societies.
- d. Describe the institutionalization of African slavery in the Western Hemisphere and analyze its consequences in sub-Saharan Africa.
- e. Analyze the causes for the War for Independence, the conduct of the war, and its impact on Americans.

(History-Social Science Content Standards for California Public Schools: 8.1, 8.2, 8.7, 11.1, 5.1, 5.3, 5.4, 5.5, 5.6)

2.2 The Development of the Constitution and the Early Republic

Candidates describe and analyze the development of the political system of the United States and the ways that citizens participate in it through executive, legislative and judicial processes. Candidates:

- a. Describe and evaluate the impact of the Enlightenment and the unique colonial experiences on the writing of the Declaration of Independence, Articles of Confederation, the Federalist Papers, the Constitution, and the Bill of Rights.
- b. Examine the issues regarding ratification of the Constitution, and compare and contrast the positions of the Federalists and Anti-Federalists.

(History-Social Science Content Standards for California Public Schools: 8.1, 8.2, 11.1, 12.1)

2.3 The Emergence of a New Nation

Candidates describe the social, political, and economic developments of the American people between the ratification of the Constitution and the Civil War. Candidates:

- a. Describe the differing visions of the early political parties and explain the reasons for the respective successes and failures of those parties.
- b. Compare the significant political and socioeconomic ideas and issues during the Jeffersonian and Jacksonian periods and contrast how they were implemented in policy and practice.
- c. Describe American foreign policy prior to the Civil War.
- d. Identify and describe the political, social, religious, economic, and geographic factors that led to the formation of distinct regional and sectional identities and cultures.
- e. Describe the purpose, challenges, and economic incentives associated with settlements of the West, including the concept of Manifest Destiny.
- f. Map and analyze the expansion of U.S. borders and the settlement of the West, and describe how geographic features influenced this expansion.
- g. Analyze the evolution of American Indian policy up to the Civil War.
- h. Describe and analyze the impact of slavery on American society, government, and economy, and the contributions of enslaved Africans to America, and trace the attempts to abolish slavery in the first half of the 19th century.
- i. Describe and compare and contrast early 19th-Century social and reform movements and their impact on antebellum American society (e.g., the Second Great Awakening, the temperance movement, the early women's movement, utopianism).

(History-Social Science Content Standards for California Public Schools: 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 11.1, 11.3)

2.4 Civil War and Reconstruction

Candidates explain and analyze the political, economic, geographic, and social causes and consequences of the Civil War. Candidates:

- a. Interpret the debates over the doctrines of nullification and state secession.
- b. Compare and contrast the strengths and weaknesses of the Union and Confederacy.
- c. Describe the major military and political turning points of the war.
- d. Describe and analyze the physical, social, political, and economic impact of the war on combatants, civilians, communities, states, and the nation.
- e. Compare and contrast plans for Reconstruction with its actual implementation.
- f. Explain and assess the development and adoption of segregation laws, the influence of social mores on the passage and implementation of these laws, and the rise of white supremacist organizations.
- g. Analyze the relationship of the 13th, 14th, and 15th Amendments to Reconstruction, and compare and contrast their initial and later interpretations.

(History-Social Science Content Standards for California Public Schools: 8.10, 8.11, 11.1)

2.5 The “Gilded Age”

Candidates examine the relationship among post-Civil War economic development and political, social, and geographic issues and events in the second half of the 19th century. Candidates:

- a. Describe and analyze the role of entrepreneurs and industrialists and their impact on the United States economy.

- b. Describe and analyze the effects of industrialization on the American economy and society, including increased immigration, changing working conditions, and the growth of early labor organizations.
- c. Explain and analyze the causes for, and the impact of, Populism and Progressivism.
- d. Explain the development of federal Indian policy – including the environmental consequences of forced migration into marginal regions – and its consequences for American Indians.
- e. Analyze the impact of industrialism and urbanization on the physical and social environments of the United States.

(History-Social Science Content Standards for California Public Schools: 8.12, 11.2)

2.6 The U.S. as a World Power

Candidates trace and evaluate the emergence of the U.S. as an economic, diplomatic, and military world power in the early 20th century. Candidates:

- a. Evaluate the debate about American imperialistic policies before, during and following the Spanish-American War.
- b. Analyze the political, economic, and geographic significance of the Panama Canal, the “Open Door” policy with China, Theodore Roosevelt’s “Big Stick” Diplomacy, William Howard Taft’s “Dollar” Diplomacy, and Woodrow Wilson’s Moral Diplomacy.
- c. Evaluate the political, economic, social, and geographic consequences of World War I in terms of American foreign policy and the war’s impact on the American home front.

(History-Social Science Content Standards for California Public Schools: 11.4)

2.7 The 1920s

Candidates analyze the political, social, economic, technological, cultural, and geographic developments of the 1920s. Candidates:

- a. Analyze domestic events that resulted in, or contributed to, the Red Scare, Marcus Garvey’s Back to Africa movement, the Ku Klux Klan, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League.
- b. Analyze the significance of the passage of the 18th and 19th Amendments as they related to the changing political and economic roles of women in society.
- c. Assess changes in American immigration policy in the 1920s.
- d. Describe new trends in literature, music, and art, including the Harlem Renaissance and the Jazz Age.
- e. Assess the impact of radio, mass production techniques, and the growth of cities on American society.

(History-Social Science Content Standards for California Public Schools: 11.5)

2.8 The Great Depression and the New Deal

Candidates analyze the social, political, economic, and geographic effects of the Great Depression and its impact on the changing role of government in economy and society. Candidates:

- a. Analyze the differing explanations for the 1929 stock market crash, Herbert Hoover’s and Congress’ responses to the crisis, and the implementation of Franklin Delano Roosevelt’s New Deal policies.

- b. Describe and assess the human toll of the Great Depression, including the impact of natural disasters and agricultural practices on the migration from rural Southern and Eastern regions to urban and Western areas.
- c. Analyze the effects of, and controversies arising from, New Deal policies, including the social and physical consequences of regional programs (e.g., the Tennessee Valley Authority, the Central Valley Project).
- d. Trace and evaluate the gains and losses of organized labor in the 1930s.

(History-Social Science Content Standards for California Public Schools: 11.6)

2.9 World War II

Candidates analyze U.S. participation in World War II. Candidates:

- a. Explain the origins of American involvement in World War II, including reactions to events in Europe, Africa, and Asia.
- b. Analyze American foreign policy before and during World War II.
- c. Evaluate and analyze significant events, issues, and experiences during World War II, including:
 - ♦ Internment of people of Japanese ancestry
 - ♦ Allied response to the Holocaust
 - ♦ The experiences and contributions of American fighting forces, including the role of minorities (e.g., the Tuskegee Airmen, the 442nd Regimental Combat Unit, Navajo Code Talkers)
 - ♦ The role of women and minority groups at home
 - ♦ Major developments in aviation, weaponry, communications, and medicine
 - ♦ The significance and ramifications of the decision to drop the atomic bomb
- d. Assess American foreign policy in the aftermath of World War II, using geographic, political, and economic perspectives.

(History-Social Science Content Standards for California Public Schools: 11.7)

2.10 Post-World War II America

Candidates analyze the major issues in post-World War II America. Candidates:

- a. Describe and evaluate the significance of changes in international migration patterns and their impact on society and the economy.
- b. Describe the increased role of the federal government in response to World War II and the Cold War and assess the impact of this increased role on regional economic structures, society, and the political system.
- c. Describe the effects of technological developments on society, politics, and the economy since 1945.
- d. Analyze the major domestic policies of presidential administrations from Harry S. Truman to the present.

(History-Social Science Content Standards for California Public Schools: 11.8)

2.11 Post-World War II U.S. Foreign Policy

Candidates analyze U.S. foreign policy since World War II and its impact on the world. Candidates:

- a. Trace the origins of the Cold War.
- b. Analyze the roles of the Truman Doctrine, the Marshall Plan, and military alliances, including the North American Treaty Organization (NATO), the South East Asian Treaty Organization (SEATO), and the Warsaw Pact.
- c. Trace the origins and consequences of the Korean War.
- d. Explain and analyze the relationship between domestic and foreign policy during the Cold War, including McCarthyism.
- e. Analyze the foreign policies of post-World War II presidential administrations and their effect on the Cold War.
- f. Trace the causes, controversies, and consequences of the Vietnam War, its effects on American combatants and civilians, and its continued impact on American society.

(History-Social Science Content Standards for California Public Schools: 11.8, 11.9, 11.11)

2.12 Civil Rights Movement

Candidates trace the reasons for and the development of civil rights from World War II to the present. Candidates:

- a. Examine and analyze the key people, events, policies, and court cases in the field of civil rights from varying perspectives.
- b. Describe the civil rights movements of African Americans and other minority groups and their impacts on government, society, and the economy.
- c. Analyze the development of the women's rights movement and its connections to other social and political movements.

(History-Social Science Content Standards for California Public Schools: 11.10, 11.3)

Domain 3. California History

Candidates demonstrate knowledge of the foundations and contexts of the California history contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the history of California from the pre-Columbian period to the present. In this study of California history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and are able to apply the principles of political science and economics to historical analysis of California history. Candidates understand the relationship between California and U.S. history while also recognizing the political, social, economic, and geographic conditions that make California unique.

3.1 Pre-Columbian Period Through the End of Mexican Rule

Candidates describe and analyze the relationship between California's physical geography and its history from the pre-Columbian period through the end of Mexican rule. Candidates:

- a. Describe the geography, economic life, and culture of California's American Indian peoples, as well as their relationship with the environment.
- b. Define and assess the impact of Spanish exploration and colonization, including the establishment of the mission system, ranchos, and pueblos, and their influences on the development of the agricultural economy of early California.
- c. Describe the causes of the Mexican-American War and assess its impact on California.

(History-Social Science Content Standards for California Public Schools: 4.1, 4.2, 4.3, 5.8, 8.5, 8.8)

3.2 From the Gold Rush to the Present

Candidates describe and analyze the history of California from the Gold Rush to the present. Candidates:

- a. Describe the discovery of gold and assess its consequences on the cultures, societies, politics, and economies of California, including its impact on California Indians and Californios.
- b. Describe the international migration to California in the 19th century, the social, economic, and political responses to this migration, and the contributions of immigrants to the development of California.
- c. Analyze key principles in California's constitutional and political development (including the Progressive Era reforms of initiative, referendum, and recall), and compare and contrast the California and U.S. Constitutions.
- d. Describe 20th century migration to California from the rest of the U.S. and the world, and analyze its impact on the cultural, economic, social, and political evolution of the state.
- e. Identify major environmental issues in California history and their economic, social, and political implications (e.g., water supply and delivery, air/water/soil quality, transportation, energy).

(History-Social Science Content Standards for California Public Schools: 4.3, 4.4, 4.5, 8.5, 8.9, 8.12, 11.2, 11.3, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11)

Domain 4. Principles of American Democracy

Candidates demonstrate knowledge of the foundations and contexts of the American democracy contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of American democracy and analyze how those principles are put into practice in American politics and government. In their study of American democratic principles and practices, candidates apply higher level thinking skills. These skills include the ability to analyze the effect of governmental structures, economic conditions, and social forces on the distribution and use of power. These skills also include the ability to articulate and defend basic values and principles of democratic government. Candidates utilize appropriate research skills and primary and secondary sources. The study of social science must move beyond rote memorization. Therefore, candidates understand and are able to apply the principles and methodologies of political

science, economics, and geography to the study of American democracy. Candidates recognize that knowledge and understanding of the social sciences are intrinsic to political analysis.

4.1 Principles of American Democracy

Candidates explain and analyze the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents. Candidates:

- a. Analyze the influence of ancient Classical and Enlightenment political thinkers and the pre-Revolutionary colonial and indigenous peoples' experience on the development of the American government, and consider the historical contexts in which democratic theories emerged.
- b. Explain and analyze the principles of the Declaration of Independence and how the U.S. Constitution reflects a balance between classical republican and classical liberal thinking.
- c. Evaluate the Founding Fathers' contribution to the establishment of a constitutional system as articulated in the Federalist Papers, constitutional debates, and the U.S. Constitution.
- d. Describe the significance of the Bill of Rights and the 14th Amendment as limits on government in the American constitutional process as compared to English Common Law.
- e. Describe the nature and importance of law in U.S. political theory, including the democratic procedures of law making, the rule of adherence to the law, and the role of civil disobedience.
- f. Analyze the significance and evolving meaning of the principles of American democracy: autonomy/liberty, equality, basic opportunity, debate and deliberation, and representation.
- g. Describe the meaning and importance of each of the rights guaranteed in the Bill of Rights and analyze the reciprocal nature of citizenship, including the obligation to obey the law, serve as a juror, vote, pay taxes, and pursue various avenues of participation open to citizens.
- h. Explain the basis and practice of acquiring American citizenship.

(History-Social Science Content Standards for California Public Schools: 11.1, 12.1, 12.2, 12.3, 12.4)

4.2 Fundamental Values and Principles of Civil Society

Candidates describe and analyze the fundamental values and principles of civil society. Candidates:

- a. Explain and analyze the historical role of religion, religious diversity, and religious discrimination and conflict in American life.
- b. Analyze citizen participation in governmental decision-making in a large modern society and the challenges Americans faced historically to their political participation.
- c. Analyze the evolving practices of citizen collaboration and deliberation, and special interest influence in American democratic decision-making.
- d. Compare and contrast the role of the individual in democratic and authoritarian societies.
- e. Explain how civil society provides opportunities for individuals to promote private or public interests.

(History-Social Science Content Standards for California Public Schools: 12.2, 12.3, 12.10)

4.3 The Three Branches of Government

Candidates compare and contrast the roles and responsibilities of the three branches of government as established by the U.S. Constitution and describe how these roles and responsibilities have evolved throughout U.S. history. Candidates:

- a. Analyze Articles I, II, and III as they relate to the legislative, executive, and judicial branches of government.
- b. Analyze how and why the existing roles and practices of the three branches of government have evolved.
- c. Describe and analyze the issues that arise as a result of the checks and balances system.
- d. Explain the process by which the Constitution is amended.

(History-Social Science Content Standards for California Public Schools: 12.4, 12.10)

4.4 Landmark U.S. Supreme Court Cases

Candidates analyze landmark U.S. Supreme Court interpretations of the Constitution and the continuing debate about judicial restraint and judicial activism. Candidates:

- a. Analyze the changing interpretations of the Bill of Rights and later constitutional amendments.
- b. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCullough v. Maryland*, and *United States v. Nixon*.
- c. Describe and analyze the controversies that have resulted over the changing interpretations of civil rights, including, but not limited to, those in *Plessy v. Ferguson*; *Brown v. Board of Education*; *Miranda v. Arizona*; *Roe v. Wade*; *Regents of the University of California v. Bakke*; *Adarand Constructors, Inc. v. Peña*; *United States v. Virginia (VMI)*, and *Bush v. Palm Beach County Canvassing Board*.

(History-Social Science Content Standards for California Public Schools: 12.5)

4.5 Issues Regarding Campaigns for National, State, and Local Elective Offices

Candidates describe the process by which officials are elected and analyze issues regarding political campaigns. Candidates:

- a. Analyze the origin, development, and role of political parties.
- b. Describe the means that citizens use to participate in the political process.
- c. Explain the function and evolution of the College of Electors and analyze its role in contemporary American politics.
- d. Describe and evaluate issues of state redistricting and the political nature of reapportionment.

(History-Social Science Content Standards for California Public Schools: 8.3, 12.6)

4.6 Powers and Procedures of the National, State, Local and Tribal Governments

Candidates compare the processes of law and policy-making at each of the three levels of government, and contrast them to each other and to tribal governments. Candidates:

- a. Identify the various ways in which federal, state, local, and tribal governments are organized.
- b. Analyze the issues that arise out of the divisions of jurisdiction among federal, state, local, and tribal governments at each level of government; consider their impacts on those different levels of government.
- c. Analyze the sources of power and influence in democratic politics, such as access to and use of the mass media, money, economic interests, and the ability to mobilize groups.

(History-Social Science Content Standards for California Public Schools: 12.7)

4.7 The Media in American Political Life

Candidates debate positions on the influence of the media on American political life. Candidates:

- a. Describe the significance of a free press, including the role of the broadcast, print, and electronic media in American society and government.
- b. Analyze the interaction between public officials and the media to communicate and influence public opinion.

(History-Social Science Content Standards for California Public Schools: 12.8)

4.8 Political Systems

Candidates compare and contrast the origins, characteristics, and development of different political systems. Candidates:

- a. Explain and analyze different political systems and the philosophies that underlie them, including the parliamentary system.
- b. Analyze problems of new democracies in the 19th and 20th centuries and their internal struggles.

(History-Social Science Content Standards for California Public Schools: 12.9)

4.9 Tensions within our Constitutional Democracy

Candidates analyze tensions within our constitutional democracy. Candidates:

- a. Analyze the constitutional interpretations of the First Amendment's statement about the separation of church and state.
- b. Debate the adequacy of the solution of majority rule and the role of minority rights in a majority-rules system.

(History-Social Science Content Standards for California Public Schools: 12.10)

Domain 5. Principles of Economics

Candidates demonstrate knowledge of the foundations and contexts of the economics contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of economics, both in relation to the United States economy and to the international economy. In their study of economics they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare, contrast and synthesize information about significant issues in both written and oral presentation. Candidates utilize research skills and different methods of analysis, including the use of marginal analysis, equilibrium analysis, micro and macro analysis and positive and normative analysis skills. They use the skills of economic analysis to explain rational behavior of people and groups encountering experiences of everyday life in the form of tables and numbers, graphical analysis and single equations. Candidates demonstrate how solutions are derived from each form of economic analysis, how they are equivalent, and how they translate from one to another. Economic themes are intrinsic to all of the social science content

domains. Therefore, candidates demonstrate the ability to explore issues that feature both theoretical and applied economics.

5.1 Economic Terms and Concepts and Economic Reasoning

Candidates explain the meaning of common economic terms and concepts (e.g., supply and demand) and use economic reasoning (e.g., the equivalence and convertibility of the different forms of economic analysis). Candidates:

- a. Describe the causal relationship between scarcity and choices, and explain opportunity cost and marginal benefit and marginal cost.
- b. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
- c. Debate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
- d. Describe and analyze the debate concerning the role of a market economy versus a planned economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(History-Social Science Content Standards for California Public Schools: 12.1)

5.2 Elements of America's Market Economy in a Global Setting

Candidates analyze the elements of America's market economy in a global setting. Candidates:

- a. Describe and analyze the relationship of the concepts of incentives and substitutes to the law of supply and demand.
- b. Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- c. Explain and analyze the roles of property rights, competition, and profit in a market economy.
- d. Explain and analyze how prices reflect the relative scarcity of goods and services and perform the function of allocation in a market economy.
- e. Explain the process by which competition among buyers and sellers determines a market price.
- f. Describe the effect of price controls on buyers and sellers.
- g. Analyze how domestic and international competition in a market economy affects the quality, quantity, and price of goods and services produced.
- h. Explain the role of profit as the incentive to entrepreneurs in a market economy.
- i. Describe the functions of the financial markets.

(History-Social Science Content Standards for California Public Schools: 12.2)

5.3 The Relationship between Politics and Economics

Candidates explain and analyze the debate over the role of the government in the economy and the relationship between politics and economics. Candidates:

- a. Analyze the effects of federal, state, and local policies on the distribution of resources and economic decision-making.
- b. Describe the economic and social effects of government fiscal policies.
- c. Describe the aims and tools of monetary policy and its economic and social effects.
- d. Assess the tradeoff between efficiency and equality in modern mixed economies, using social policies as examples.
- e. Apply the principles of economic decision-making to a current or historical social problem in America (e.g., land development, resource availability, environmental quality, composition of the economy).

(History-Social Science Content Standards for California Public Schools: 12.3, 12.1, 12.6)

5.4 Elements of the U.S. Labor Market in a Global Setting

Candidates describe and analyze the operations of the U.S. labor market. Candidates:

- a. Describe the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, and the effects of unionization, the minimum wage, and unemployment insurance.
- b. Analyze the current U.S. economy and the global labor market that helps support it, including the types of goods and services produced, the types of skills in demand, the effects of rapid technological change, inter- and intra-regional shifts in employment, and the impact of international competition.
- c. Analyze wage differences between jobs and professions, using the laws of supply and demand and the concept of productivity.
- d. Analyze the effects of international mobility of capital, labor, and trade on the U.S. economy.

(History-Social Science Content Standards for California Public Schools: 12.4)

5.5 Aggregate Economic Behavior of the American Economy

Candidates describe the macroeconomic forces at work at the level of the aggregate sectors of the economy. Candidates:

- a. Describe how measures of economic output are adjusted using indexes.
- b. Define, calculate, and analyze the significance of the changes in rates of unemployment, inflation, and real Gross Domestic Product.
- c. Distinguish between short- and long-term interest rates and explain their relative significance.

(History-Social Science Content Standards for California Public Schools: 12.5)

5.6 International Trade and the American Economy

Candidates describe and analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders. Candidates:

- a. Use the concept of comparative advantage to identify the costs of and gains from international trade.

- b. Compare and contrast the arguments for and against trade restrictions during the Great Depression with those among labor, business, and political leaders today.
- c. Analyze the significance of the changing role of international political borders and territorial sovereignty in a global economy (e.g., General Agreement on Trade and Tariffs (GATT), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), European Union (EU)).
- d. Describe how international currency exchange rates are determined and their significance.

(History-Social Science Content Standards for California Public Schools: 12.6)

Domain 6. Principles of Geography

Candidates demonstrate knowledge of the foundations and contexts of the geography contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of geography and their application to the study of history, political science, and economics. In their study of geography, they apply higher level thinking skills. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information regarding the geographic character of landscapes, societies, and ecosystems across the earth. They know the five basic themes of geography as stated in the 2000 History-Social Science Framework: location; place; human and environmental interaction; movement; and regions. Candidates use basic map and globe skills, such as latitude/longitude, relative location, distance/direction, scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective.

6.1 Tools and Perspectives of Geographic Study

Candidates use the tools, theories, and methodologies of geography to analyze the history and current issues of the world's peoples and places. Candidates:

- a. Describe the criteria for defining regions and identify why places and regions are important.
- b. Explain the nature of map projections and use maps, as well as other geographic representations and technologies (including remote sensing and geographic information systems) to acquire, process, and report information from a spatial perspective.

(History-Social Science Content Standards for California Public Schools, Grades 6-12, Historical and Social Science Analysis Skills, Chronological and Spatial Thinking, #3)

6.2 Geographic Diversity of Natural Landscapes and Human Societies

Candidates make inter- and intra-regional comparisons and analyze the geographic diversity of human societies, using such concepts as density, distribution, growth, demographic transition, culture, and place identification. Candidates:

- a. Analyze how unique ecologic settings are encouraged by various combinations of natural and social phenomena, including bio-geographic relationships with climate, soil, and terrain.

- b. Analyze the patterns and networks of economic interdependence across the earth's surface during the agricultural, industrial, and post-industrial revolutions, including the production and processing of raw materials, marketing, consumption, transportation, and other measures of economic development.
- c. Describe the processes, patterns, and functions of human settlements from subsistence agriculture to industrial metropolis.
- d. Analyze the forces of cooperation and conflict among peoples and societies that influence the division and control of the earth's surface (e.g., boundaries and frontiers, the control of resources, centripetal vs. centrifugal forces, spheres of influence).

(History-Social Science Content Standards for California Public Schools: 11.6.3, 10.5.2, 12.2.6, 7.2.1, 8.12.1, 10.5.2, 11.2.6)

6.3 Culture and the Physical Environment

Candidates describe and analyze and discuss the geographic interactions between human activities and the physical environment in the past and present, and plan for the future. Candidates:

- a. Describe and analyze ways in which human societies and settlement patterns develop in response to the physical environment, and explain the social, political, economic, and physical processes that have resulted in today's urban and rural landscapes.
- b. Recognize the interrelationship of environmental and social policy.

(History-Social Science Content Standards for California Public Schools: 6.1.1, 6.1.2, 6.2.1, 6.2.2, 6.4.1 6.5.1, 6.6.1, 6.6.7, 6.7.3, 7.3.2, 7.3.4, 7.4.2, 7.4.4, 7.6.1, 7.6.3, 7.7.1, 7.8.2, 7.8.3, 7.11.3, 8.6.1, 8.6.2, 8.7.1, 8.8.5, 8.12.1, 8.12.5, 10.3.5, 10.4.1, 10.4.2, 10.10.1, 11.1, 11.2.2, 11.2.6, 11.4, 11.5.7, 11.6.3, 11.8.6, 11.11.5, 6.2.8, 6.6.2, 6.7.1, 7.4.1, 10.10, 6.4.6, 6.5.2, 6.5.6, 7.1.2, 7.2.4, 7.7.3, 8.3.5, 8.5.2, 8.8.6, 8.10.2, 8.10.7, 10.5.2, 10.6.2, 10.8.3, 11.4.2, 11.7.2, 11.9.3)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Social Science

Throughout their course of study, candidates for a teaching credential have opportunities to demonstrate their ability to apply higher-level thinking, writing, and presentation skills to their study of the social sciences. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information about significant social, political, economic, and geographic issues in written, oral, and visual form. Candidates understand, critically assess, and use the different types of information found on the Internet and in archives, libraries, museums, and other repositories. They utilize chronological, spatial, interdisciplinary, and thematic thinking. They consider the impact of cultural, political, and ethical perspectives on issues and their interpretation.

Candidates understand the nature of historiography and the necessity of historical revision. They are able to distinguish valid arguments from fallacious arguments in historical interpretations. They identify bias and prejudice in historical interpretations, and evaluate major debates among historians concerning alternative interpretations of the past. Within this evaluation, candidates analyze authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. They construct and test hypotheses; collect, evaluate, and employ data from multiple primary and secondary sources; and present it in oral, written, and visual forms.

Candidates demonstrate the connections, causal and otherwise, between particular historical events and larger social, cultural, economic, political, and technological trends. They recognize the complexity of historical causes and effects, including the limitations on determining historical causation. They interpret past events and issues within their historical context rather than solely in terms of present-day norms and values, while understanding that the past and its interpretations can have contemporary relevance. They understand the contingent nature of historical events and recognize that events could have taken other directions.

Candidates draw upon and apply methodologies and approaches of the social sciences to inform their study of history. With regard to methodology, candidates are familiar with issues of hypothesis generation and testing. They are also familiar with the strengths and weaknesses of different methods for gathering data, such as observation, archival research, content analysis, in-depth interviewing, surveys, and experimentation. Candidates understand both qualitative and quantitative methods of data analysis and their respective strengths and weaknesses.

Candidates are aware of the analytical perspectives characteristic of the social sciences as a whole. The social sciences all regard certain issues as fundamental, but address them quite differently. Key points of divergence include how to understand the relationship between the individual and society and whether to focus on culture and language or social structure and behavior. Candidates are able to address the ethical questions raised by social analysis, including such fundamental debates as relativism vs. universalism and individualism vs. collectivism.

(History-Social Science Content Standards for California Public Schools: Grades 6-8 and 9-12: Historical and Social Sciences Analysis Skills)

Part 3: Implementation of Program Quality Standards for the Subject Matter Preparation of Social Science Teachers

The 2003 Program Quality Standards for Subject Matter Preparation in Social Science are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities resulting from the mandate of Senate Bill 2042. The Commission initiated this policy change to insure high quality in educator preparation and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective *implementation* of program quality standards for each credential.

Program Equivalency

The Ryan Act established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials.

Senate Bill 2042 required that subject matter programs and examinations be aligned with the K-12 Student Content Standards and made equivalent to each other. This has been achieved in the new standards, and references are included. A candidate who completes an approved subject matter program is issued an “equivalency” to the subject matter examination.

Review and Improvement of Subject Matter Standards

The Commission will adhere to its cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Social Science* and in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in the review process.

Adoption and Implementation of Standards by the Commission

Program sponsors have approximately two years to transition from current to new standards of quality and effectiveness for Single Subject Matter Programs. Each sponsor is being asked to select from among seven submission deadlines during the period October 2003 through March 2005. The form for requesting a submission date is included in this section. In the absence of a timely request for a submission date, the review may take longer. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and IHE professional educators. It should be noted that each program of Single Subject Matter Preparation for the Single Subject Credentials must be submitted for review by the statewide panel. No new programs written to the old standards will be reviewed after the adoption of the new standards in January 2003.

Information about transition timelines for candidates, sunset dates for currently approved programs, and preconditions will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website (www.ctc.ca.gov) frequently for updates.

Technical Assistance Meetings for Colleges and Universities

During April and May 2003, the Commission sponsored eight meetings to provide assistance to institutions related to their subject matter programs in English. The agenda for each workshop included:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.
- Review of program standards, required elements, and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

Information disseminated at those meetings is available upon request to those who were unable to attend.

Implementation Timeline: Impact on Candidates for Social Science Credentials

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Social Science who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that fulfill the “new” standards either (1) once a new program commences at their institution, or (2) before July 1, 2005, whichever occurs first. After a new program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under “old” standards). Regardless of the date when new programs are implemented, no students should enter old programs after July 1, 2005.

Candidates who enrolled in programs approved on the basis of 1994 standards (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before July 1, 2005, and (2) they complete the old programs before July 1, 2009. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Implementation Plan Adopted by the Commission

July 1, 2003

- (1) By July 1, 2005, existing (“old”) programs based on current guidelines should be superseded by new programs with full approval.
 - (a) Once a new program receives full approval, all students not previously enrolled in the old program (i.e., all “new” students) should enroll in the new program.
 - (b) After July 1, 2005, no “new” students should enroll in an “old” program, even if a new program in the subject is not available at that institution.
 - (c) Students who enrolled in an old program prior to July 1, 2005, may continue to complete the old program until July 1, 2009.

Timeline for Implementing the Social Science Standards

January 2003	The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are in this handbook. The Commission adopts the implementation plan outlined in this handbook. No new subject matter programs in social science will be reviewed in relation to the Commission's "old" standards.
April/May 2003	The Commission conducts statewide technical assistance meetings for developing new subject matter programs to meet the new standards.
July/October 2003	The Commission disseminates the handbook. The Commission selects, orients and trains a Program Review Panel in Social Science. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 2003-04.
October 2003	Review and approval of programs under the new standards begins.
2003-05	Institutions may submit programs for review on or after October 1, 2003, after requesting and being assigned a submission date by Commission staff. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to July 1, 2005, whichever occurs first.
July 1, 2005	"Old" programs that are based on 1994 standards must be superseded by new programs with full approval (see pages 42-43). After July 1, 2005, no new students may enroll in an old program, even if a new program in social science is not yet available at the institution.
2005-09	The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions which submit program proposals without an assigned submission date will be reviewed at the earliest date of an opening in the submission schedule.
July 1, 2009	The final date for candidates to complete subject matter preparation programs approved under the 1994 standards. To qualify for a credential based on an "old" program, students must have entered that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) July 1 2005, whichever occurs first.

Implementation Timeline Diagram

January 2003

Adopt the social science standards and preconditions in this handbook, including the implementation plan.

January to May, 2003

Disseminate the standards, timeline and implementation plan throughout the state. Hold regional technical assistance meetings to offer information, answer questions, and assist colleges and universities in developing new programs.

October 2003

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

July 1, 2005

"Old" subject matter programs in social science must be superseded by new approved programs.

July 1, 2009

Final date for candidates to qualify for Single Subject Credentials in Social Science on the basis of "old" programs of subject matter preparation.

Review and Approval of Social Science Subject Matter Programs

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Social Science may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities.

If an institution would like to offer two or more distinct programs of subject matter preparation in social science, a separate proposal may be forwarded to the Commission for each program. For example, one program in social science might emphasize studies of history, while a second program at the same institution could have an emphasis in government. However, the Commission encourages institutions to coordinate its single subject programs that are within the same subject matter discipline.

The Commission is prepared to review subject matter program proposals beginning on October 1, 2003. Prior to that date, the Commission's professional staff is able to consult with institutional representatives on meeting the new standards and preparing program documents.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in social science, and their knowledge of social science curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels may be selected to serve on Program Review Panels.

The Commission staff conducts a training and calibration session that all reviewers must attend. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice and calibration in reviewing programs.
- Responsive feedback for program revision.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult with during program document development.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal submission of a document. Once the status of the preconditions is established, the program document is referred to the expert review panel.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff.

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, please contact the Executive Director of the Commission. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the executive director of the Commission. The institution should include the following information in the appeal:

- The original program document, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The executive director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Submission Guidelines for Single Subject Matter Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Single Subject Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

Sponsoring agencies are required to submit **three printed and bound notebook copies** of their proposal(s), **and one unbound copy** to the following address:

California Commission on Teacher Credentialing
Professional Services Division: Single Subject Matter Programs
1900 Capitol Avenue
Sacramento, CA 95814

In addition, **one electronic CD ROM copy of the proposal text** (including supporting evidence where possible) should be submitted. This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CCTCdocument.doc).

Submittal Deadlines

There are seven opportunities during which to submit proposals for review and approval. The submittal deadlines are:

October 1, 2003	August 2, 2004
January 5, 2004	November 2, 2004
March 2, 2004	March 1, 2005*
June 1, 2004	

*Any programs submitted after 2005 will be reviewed according to the availability of the review panel.

Transmittal Documents

Additional materials including the required Transmittal Cover Sheet are included at the end of this section. Sponsoring agencies should send the Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s). In addition, each of the four copies of each proposal should begin with a copy of the Sponsoring Organization Transmittal Cover Sheet which is included at the end of this document.

The program contact identified on the Transmittal Cover Sheet will be informed electronically and by mail as changes occur. Program sponsors are strongly urged to consult the CCTC web site at www.ctc.ca.gov for updates relating to the implementation of new single subject matter standards.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Each Standard, including the Common Standards.

The response to the standards must:

- be tabbed/labeled to help guide the reviewers,
- have numbered pages,
- include a matrix identifying which courses meet which standards to address the pre-conditions, and
- provide supporting evidence included after each response or organized into appendices. Evidence should be cross-referenced in the response, and appendices *must* be tabbed for easy access by reviewers.

Blended Programs

Blended Program sponsors are reminded that they must have an approved Subject Matter Preparation Program for the Single Subject Preliminary Credential and an approved Professional Teacher Preparation Program for the Single Subject Preliminary Credential in order to apply for approval for a Blended Program. The transition timeline for blended programs is the same as for single subject programs; all submissions must adhere to the 7/1/03-7/1/05 timeframe to avoid interruption in approved program admissions. Program sponsors may submit a Blended Program proposal at the same time as a single subject matter program submissions. A submission request form is included with the single subject submission form at the end of this section.

Responding to Standards

The Commission adopted ten standards that relate to program design and structure for programs in *all* single subject disciplines:

Standard 1	Program Philosophy and Purpose
Standard 2	Diversity and Equity
Standard 3	Technology
Standard 4	Literacy
Standard 5	Varied Teaching Strategies
Standard 6	Early Field Experiences
Standard 7	Assessment of Subject Matter Competence
Standard 8	Advisement and Support
Standard 9	Program Review and Evaluation
Standard 10	Coordination

These 10 standards are referred to as “standards common to all” because they are the same in all subject areas.

An institution's program document should include a subject-specific reply to Standards 1 through 10. However, an institution *may* submit a "generic response" to these ten common standards. In a "generic response," the institution should describe how credential preparation programs in all subjects will meet the four standards. A "generic response" should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the ten common standards are met for each subject area for which approval is requested.

The Standards Common to All suggest certain institutional mechanisms that could be common to all subject matter programs. For instance, institutional support for academic programs on the standards for technology or diversity and equity could apply to all subject matter programs. However, both of these standards (and many others) also require some measure of subject-specific program information. Once the institution's generic response is approved, it would not be necessary to respond to the ten standards in the institution's program document in any subject which has already been addressed and approved in the generic document.

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same format as the standard itself and the required elements. ***Responses that do not address each standard and all of its required elements will be considered incomplete.*** Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation.

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

Packaging a Submission for Shipment to the Commission

Please do **not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use two binders if necessary.

- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

Submission Request Form
For Single Subject Matter Preparation Program Response to Standards

Program Sponsor (Name of Institution and Department)

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

Contact Person: _____ **Title:** _____

Department: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

Please indicate the subject area for which you are submitting a program proposal document:
English _____ Mathematics _____ Science _____ Social Science _____

Please indicate when you intend to submit program documents responding to the new Single Subject Matter Preparation Standards: Rank your first four choices from the time frames provided below (1 = first choice, 4 = last choice):

Submission responding to the Single Subject Matter Preparation Standards by:

____ October 3, 2003

____ August 2, 2004

____ January 5, 2004

____ November 2, 2004

____ March 2, 2004

____ March 1, 2005

____ June 1, 2004

Submit to: Commission on Teacher Credentialing
Professional Services Division:
Single Subject Matter Programs
1900 Capitol Ave.
Sacramento, CA 95814
Fax (916) 324-8927

THIS FORM HAS TWO PAGES

Submission Request Form

Blended Teacher Preparation Program Response to Standards

Program Sponsor (Name of Institution and Department)

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

Contact Person: _____ **Title:** _____

Department: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

If you are presently operating any CLAD Emphasis program(s) as part of your Blended Program(s), please indicate the type of response you will be submitting:

_____ SB 2042 only (includes AB 1059 authorization)

_____ SB 2042 "Plus" (includes AB 1059 authorization plus CLAD Certificate)

Please indicate when you intend to submit program documents responding to the new Blended Program Standards: Rank your first four choices from the time frames provided below (1 = first choice, 4 = last choice):

_____ October 3, 2003

_____ August 2, 2004

_____ January 5, 2004

_____ November 2, 2004

_____ March 2, 2004

_____ March 1, 2005

_____ June 1, 2004

Submit to: Commission on Teacher Credentialing
Professional Services Division: Blended Programs
1900 Capitol Ave.
Sacramento, CA 95814
Fax (916) 327-3165

Single Subject Matter Program Sponsor - Transmittal Cover Sheet
(Page 1 of 2)

- **Sponsoring Organization:**

Name _____

- **Submission Type(s) Place a check mark in the appropriate box.**

English Subject Matter Preparation	
Mathematics Subject Matter Preparation	
Science Subject Matter Preparation	
Social Science Subject Matter Preparation	

- **Program Contacts:**

1. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Single Subject Program Sponsor - Transmittal Cover Sheet
Page 2 of 2

Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Chief Executive Officer (*President or Provost; Superintendent*):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:

CEO Signature _____

Title _____

Date _____

Appendix A

Assembly Bill No. 537

(Education Code Chapter 587, Statutes of 1999)

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

